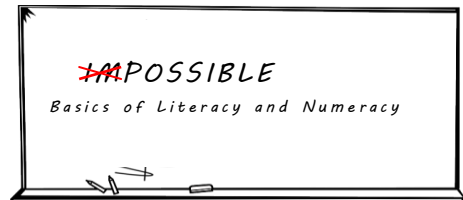




Erasmus+



The project is funded by the European Commission

### What would ... be, if he/she was ...?

#### 1. Warm-up exercise

Tools: two sets of cards with different questions (What would ... be, if he/she was a flower/a colour/a meal etc.?) and 6 options of answers/card. Eg.

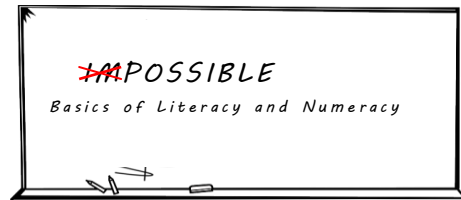
<p><b>What would ... be, if he/she was a flower?</b></p> <ul style="list-style-type: none"><li>a. a tulip</li><li>b. a camomile</li><li>c. a daffodil</li><li>d. a geranium</li><li>e. a water lily</li><li>f. a rose</li></ul>
---

One player leaves the room. The others agree on someone in the group that they will think about. Then they distribute among themselves one set of cards. The player who has left the room, comes back with the other set of cards. (S)he has to guess the person that the others have thought about.

The player who has come in, starts to ask questions with the help of the cards. (eg. What would this person be, if he/she was a flower?) The player who has the same card, chooses an answer of the card (which (s)he thinks fits better to the given person). The person who asks the questions has to guess the person.



Erasmus+



The project is funded by the European Commission

2. What would ... be, if he/she was ...? (game about history)

Tools: two sets of cards with different questions (What would ... be, if he/she was a flower/a colour/a meal etc.?) and 6 options of answers/card. Eg.

<p><b>What would ... be, if he/she was a flower?</b></p> <p>a. a tulip b. a camomile c. a daffodil d. a geranium e. a water lily f. a rose</p>
--

The group agree about a historical period. One player leaves the room. The others agree on someone within this timeperiod that they will think about. Then they distribute among themselves one set of cards. The player who has left the room, comes back with the other set of cards. (S)he has to guess the person that the others have thought about.

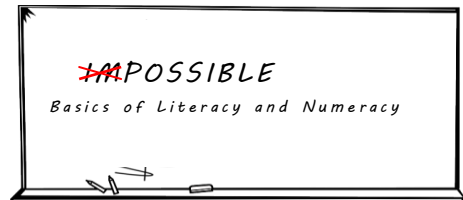
The player who has come in, starts to ask questions with the help of the cards. (eg. What would this person be, if he/she was a flower?) The player who has the same card, chooses an answer of the card (which (s)he thinks fits better to the given person). The person who asks the questions has to guess the person.

3. What would ... be, if he/she was ...? (game about history 2.)

This time the game is played without cards.

The group agree about a historical period. One player leaves the room. The others agree on someone within this timeperiod that they will think about. The player who has left the room, comes back with. (S)he has to guess the person that the others have thought about.

The player who has come in, starts to ask questions (eg. What would this person be, if he/she was a flower?) and points to somebody for the answer. This person answers (eg. says a flower which (s)he thinks fits better to the given person). The person who asks the questions has to guess the person.



The project is funded by the European Commission

4. What would be the school, if it was ...?

The teacher reads aloud the questions one by one. The students have to answer in writing. The expectations are that they have to answer in complete sentences and always giving a reason (It will be..., because...; As it ..., it might be ... etc.)

(The teachers have to prepare their own list of 10 questions before the class.)